Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: From Seed to Plant

Tic Tac Toe

Directions: After reading, ***From Seed to Plant*** choose **three** activities to do. Complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

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| **Vocabulary/Spelling**  Read and listen to someone else read spelling words. Create a tree map title Short “o” Vowel Sounds with three branches (-aw, -al, -o-). Write the spelling words under the correct branch. Underline the short “o” pattern. | **Vocabulary/Spelling**  Look each vocabulary word up in the glossary in the back of the reading book. Read the definition. Create a chart with three columns and 8 rows. In the first column write the vocabulary word. In the second column write the guidewords from the glossary page. In column three rewrite the definition in your own words. | **Vocabulary/Spelling**  Write your spelling words in ABC order ***BACKWARDS*** (Z-A). Then write a paragraph describing how the words are similar and different. |
| **GRAMMAR**  Irregular verbs change tense by actually changing the spelling of the word (not using a suffix). Find 5 irregular verbs in this week’s stories.  Ex: | **GRAMMAR**  Write a 4 paragraph informative article describing a plant’s life cycle. Use sequence/time words to begin each paragraph.  Create a flow map to illustrate your writing.  First…  Next…  Then…  Finally… | **GRAMMAR**  **Create a tree map with 2 branches titled Verbs. Choose 10 verbs from the story. Write the verbs under the appropriate branch.**  Verbs  Present Past Future  Choose a word from each branch to create a sentence. |
| **COMPREHENSION**  Reread From Seed to Plant. Use p. 346-347, draw & complete the chart. Use words and pictures from the story as text evidence. Include at least 3 features. | **COMPREHENSION**  Chose two pages from the story to reread. Identify the text or graphic features on the page. Write to explain how the features help you better understand the story. | **COMPREHENSION**  Read the Super Soil p.336-339. Create a double bubble map. List how the texts are the same (middle bubbles) and different (outside bbles). |

**Vocabulary Words:**

Grain, pod, root, shoot, soak, nutrition, soften, tasty

**Spelling Sound Words:**

**Tall, saw, soft, paw, dog, ball, draw, yawn, call, fall, log, small**

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**Super Second Grade Mission 25:**

* **Read & listen to grade level articles. Retell informational text. Using cause and effect and science vocabulary correctly.**
* **Identify and use irregular action verbs.**
* **Correctly use –aw, -o-, & -al spelling patterns to read & write words with short “o” vowel sound.**
* **Accurately annunciate word, and fluently use expression when reading aloud.**
* **Read and use appropriate vocabulary to write an informative paragraph about life cycles.**
* **Fluently add and subtract math problems equaling 0-20 (3 seconds per problem).**
* **Fluently add and subtract math problems equaling between 0-1000, regrouping as needed.**
* **Understand that an equal sign means that both sides are balanced (equal the same number, 6=6 or 3+3=2+4).**
* **Accurately tell time to the nearest hour, half hour, quarter hour and 5 minutes.**
* **Complete “measurement” word problems using numbers, pictures, & words to explain your answers.**
* **Complete multi-step math problems using numbers, pictures, and words to explain your answer.**

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).